DOCUMENT RESUME

ED 472 061 CE 084 231

AUTHOR	Lavrnja, Ilija; Klapan, Anita
TITLE	Education of Adult Educators in Croatia.
PUB DATE	2001-05-25
NOTE	13p.; Paper presented at the International Andragogical School in Bosnia and Herzegovina (Sarajevo, Bosnia, May 25-27, 2001).
PUB TYPE	Information Analyses (070) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Educators; *Andragogy; Developing Nations; *Educational Development; *Educational History; Educational Research; Foreign Countries; Instruction; Nonformal Education; Professional Associations; *Teacher Education; Theory Practice Relationship; Unions
IDENTIFIERS	*Croatia; *Professionalization

ABSTRACT

Croatia has still not established a system of adult educator training. A large part of the problem in development of adult education studies is that Croatia retained the idea that andragogy is a pedagogic subject; also, some believed andragogy was an import from the West. Significant progress has been made since the 1950s when Croatia rebelled against Stalin's dictates. Adult educators have realized the importance of communication with the world, of cooperation with adult educators from developed countries of the West. Workers' universities have spread; centers for adult education have been established in some companies; an adult education center has been organized; books and studies on adult education are being published; and scientific and professional symposia on adult education issues and problems have been organized. Nonformal education dominates, but the basis for some forms of formal, institutional, university education of adult educators has been established. Education and specialization of adult educators is the task of adult education associations, adult education institutions, and their unions. Systematic work on adult educator training began with establishment of a school for adult educators that unfortunately closed during the war; the school has been revived in the last few years and again become an important place for adult educator education and specialization. For the professionalization of adult education, a system of formal education based on developing research must be built. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 472 061

Ph.D. Ilija Lavrnja

Ph.D. Anita Klapan
Faculty of Philosophy
Department of Pedagogy
University of Rijeka
RIJEKA
CROATIA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
I. Lavrnja/A. Klapan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

EDUCATION OF ADULT EDUCATORS IN CROATIA

The paper deals with the issue of education of adult educators in Croatia. It analyzes some basic starting points in the education of the adult teachers, which is a separate part of the formal, informal and non-formal forms of education. In regard to this there is an attempt to connect up to date achievements in the sphere of education of the adults' teachers with the future perspectives. In that sense there is a striving to put an emphasis on the various models of the adult teachers' education which would contribute to the profesionalization of the adult teachers' practice. It would also help in the profesionalization of teachers which take part in planning, perfprmance and evaluation of the activity of the adult teachers as well as in the development and advancement of the theory and practice of the adult teachers.

(Summary)

1. INTRODUCTION

Every complementary discussion about the theoretically-conceptualization questions of the adult education necessarily includes the issue of adult educators, i.e. of the experts who work in various situations,

CE 084 231

BEST COPY AVAILABLE

organizational forms and models of adult education. This is completely logical because the staff are carriers of every activity, they significantly influence the entire system of activities, they organize particular activity, without them no serious changes are possible, as in global and inner sphere of changing and innovation of the activity. Anyone who thinks of changes without taking the staff into consideration, does not think of changes; and those changes are deemed to fail. Education in whole is like a human practice, as an activity and subsystem of the entire social system, so the adult education is no exception in that sense. On the contrary, for the sysem of education and theeducation of adults, for the quality of educational effects, the most important is the quality of staff, i.e. of people who start and carry out the activity, who, besides users (students, attendants and other users of adult education goods) give the basic characteristics and meaning. Adult education in that sense is even more specific, for the staff who work in the education of adults must count with working with adult, already relatively formed people, who need to be educated, formed and selfformed, without being brought in the subordinate position where the education would have more formal and less actual character.

In the very beginning, I believe that it is necessary to analyse the term "adult educators". Other terms as "staff for working in adult education", "experts for working in adult education", "andragogs", etc can also be found. These terms are being used in the same, but also in different sense. In the paper we will use these terms synonimously, and when wanting to emphasize the difference in various expertise who work in adult education, we will emphasise the difference. Similarly, it is important to say that the same term, adult educators for example, could be differently interpreted and understood. For example, some people understand the term as those experts who acquired systematic andragogic education and the name of andragogic expert in some formal or informal aspect of education. Others understand the term as experts who work systmetically on the organization, direction and evaluation of the adult education and developmental educational activity, scientific work in the field of the adult education (andragogy), regardless of the level of the professional competence, educational profile before the person started to deal professionally with the issue of the adult education. Some, however, under the term understand all the experts (of different profiles, different level of basic and additional education and

training) who work in the process of organization, conception, planning, performance, direction, development and improvement of the adult eduaction theory and practice. However, in the paper we understand the term as encompassing all the profiles of experts who are included in the adult education process in various models of performance which, with its continuous orientation to work in adult eduation, have the impact on the development and improvement of the adult education theory and practice, contribute to the autonomy and professionalism of the andragogic vocation as an separate activity in the adult education.

Adult educators issues are not new. Only to remind ourselves, demand for the adult educators training appeared very early. Komensky in the 17th century pointed out the importance of the "universal" teacher who would be trained to work with adults as well (Savičević, 200, p132). Later on, up to the present, many theoreticians and scientists of adult education dealt with the various aspects and issues of the education and training of the adult educators. The spectre of issues is very wide – from global questions, for example, objectives and content of education, models and organizational forms, means and ways of education (formal, non-formal and informal) to those orienatated to the individual aspects of education (content, didactic-andragogic and other problems and aspects of the education and training). This is done with the intention to emphasize the importance of the question and to promote the idea of professional "leading" of the adult education, to affirm the need for professional training of the adult educators, and to find the appropriate optimal models of education of staff for the activity.

However, the ideas had a slow breaktrough in the actual practice, especially in the sense of creation of the institutions and models of the eduction and training of the adult educators. Not before the beginning of the 20th century did in Germany, England, USA and other counties occur intensive strivings in the organization of the systematic education of adult educators through the various means and models. That slowness in the brakthrough of ideas and conceptions and organization and performance of education and training of the adult educators, especially in the establishment of the institutional, formal forms of the adult educators training, had also some good consequences. There we think of the striving of various nonformal forms and models of education and training of

the adult educators which did not take on strict forms of the institutional education (as for example pedagogic staff in the educational institutions); that led to the strong development in the creation of various ways, models and original organizational solutions which are not burdened with the strict institutional form and with all the consequent weaknesses. Besides, such approaches are liable to quicker changes and improvements and freer innovative actions. Naturally, such approaches embraced voluntaristic solutions and actions. Objectives, contents, models and organizational forms of the adult educators training in different countries depend on various factors such as socially-economical events, level of democratization of the society, culture and tradition level and quality of democratization of education, developmental stage of adult education theory and practice, tradition in the adult educators training, position of education in the system of values, investments in education, etc. These factors will dictate the speed of rule of the idea of the training of adult educators in some countries and globally, in the best case it will occur parallely with the training of educators of young, and that the education staff will be trained for particular vocations (subjects and fields), and with "additional" education be competent to work in the education of adults. Or that the experts of various profiles (economists, lawyers, engineers,..) with additional education or without it will be able to work successfully in various forms and with various purposes. Everything else is a matter of "instinct", "talent" and "good intention" to work with the adults. Although these voluntaristic ideas are completely overcame with anyone who scientifically, professionally or practically deals with the adult education, they still did not disappear, especially with those who lead the educational policy, who would want to solve the question of the adult educators training through the system of education of the school system stuff. What about Croatia?

2. SHORT OVERLOOK OF THE ADULT EDUCATORS DEVELOPMENT IN CROATIA

Croatia still does not have the system of adult educators training formed. It can be conditionally said that various profiles of the staff include in the process of the adult education. We can divide them into three groups.

In the first group there are educators (teachers and professors) who have been working on the voluntary basis as the organizators of education, managers of discussion groups in the adult education centres, heads of the adult education boards in social organizations, educational societies and associations, cultural institutions, popular libraries and reading rooms, i.e. everybody who are voluntarily involved in some forms and models of the adult education.

In the second group of adult educators in Croatia we could include everybody who take on some work in adult education besides regular job. First of all there are associates of workers in national universities and other schools, models and forms of adult education, associates in national libraries and reading rooms, museums, centres for the adult education in economic and social organizations and in the public media, etc. The staff includes various profiles of educators (teachers and professors), but also some other experts of various vocations (economists, engineers, lawyers, menagers, ...) who perform a part of adult education program.

Third group of the adult educators consists of those who represent the basis for the professionalization of the adult education profiles. This is the staff that works on the organization and conception of the adult education, professionally manages the adult education in schools and institutions of education, education centres for manufacturing and social organizations for adults, the staff that works on the examination of needs, conditions and possibilities of the adult education, the staff that works on the examination and development of the adult eduaction theory and practice. Here we also include researchers and university professors. These staff directed their professional activity on work with adults and in last few decades they formed the core of professionalization of the adult educators. In the perspective they will make the basis for the professional and scientific basis of the conception and orientation of the adult educators education system. Although in Croatia together with adult education system there was a

growth of interest in and need for the adult educators training, there is still no framework for the systematic universty training for the adult educators, the certificate and postcertificate scientific and specialistic and professional training of adult educators. Regardless of the fact that on the university, of philosophy and pedagogy in particular, the adult education catedras but not the adult education studies program has been inserted, it could be claimed that the adult education training has not been the issue of the organized university strivings in Croatia. However, it does not mean that the teachers of the adult education have been passive in regard to the process of the adult educators training. On the contrary, their individual initiatives and the sensitivity for the issues were of great importance for the systematic care of the adult education. Adult education catedras established within the department of pedagogy on the faculty of philosophy and pedagogy had no enough room for the establishment of the certificate studies of adult education and of the postcertificate specialistic studies, although such conceptions, thanks to the adult education teachers enthousiasm, were well envisaged. A great part of problems in the establishment of the adult education studies lies in the fact that Croatia nursed the idea that the andragogy is only one of the pedagogic subjects and that it belongs to the system of pedagogy. There were also some beliefs that the andragogy is an import from the West and it was labeled with the status of "burgoise science", with all the connotations it carried. This was especially true after the World War II, when Croatia, as on of the Yugoslavioan republics, was under the influence of Soviet Union, and when we tried to take over Soviet experience in the adult education. The period was under the domination of the traditional conception of national enlightment with the emphasis on the campaign for beating the illiteracy by means of the analphabetical courses and general and professional compensational education in evening schools. From the time of resistance to the Stalin's dictature, especially from fifties on, there is a significant progress and achievements in the sphere of the adult education in Croatia. It is interesting that the adult educators were those who realized the importance of communication with the world, of cooperation with adult educators from developed countries of the western democration. Therefore, our experts go abroad, and foreign experts visit our country. The network of various educational institutions spreads (workers' universities), the centres for the education of adults are established in

some companies, the adult education centre is organized in Zagreb, the publication "Andragogy" runs, books and studies on the adult education are published, scientific and professional symposiums on important adult education issues and problems of theoreticall-methodological and epistemological nature are organized, as well as the gatherings orientated to the questions of conceptualization and methodological and methodical competence of the adult educators. Special care is dedicated to the adult educators specialization.

Nonformal forms of education dominate there, but what is also established is the basis for some forms of formal, institutional, university education of adult educators. Motto of all these strivings is the attitude that the one who works on the adult education and promotes the idea of the lifelong learning must also be a lifelong learner, i.e. must go through the continuous specialization, completition, and refreshment of knowledge (Savičević, 1972).

Education and specialization of the adult educators in Croatia is the task of the adult education associations, adult education institutions and their unions. Therefore, in Croatia the Union of Popular Universities is founded in 1954, with its primary objectives being: the publication of the andragogic magazines,

scientific and professional activity, especially permanent training of the staff at popular and workers' universities by means of seminars, courses, advising, instructional meetings etc. However, the systematic work on the adult educators training begins with the establishment of the school for adult educators, which is the original model of the nonformal education and training of the adult educators, and which crossed the borders of Croatia with its activity, achievements and influence, and became the important disseminator of andragogic ideas and the gathering place of andragogs from all over the world (Ogrizović, Sučić, 1983). The results of the adult educators school are imposant. During its 30 years long work, it realized over 500 different programs, and more than 13000 attendants participated in its work. It is not easy to name all the activities realized during its rich and imposant work – from seminars, colloquiums, courses, discussions, to debate clubs on various aspects of the andragogic theory and practice. The school was the important centre of the adult education innovations, adult educators trainig, especially in the sphere of planning and programming of the education content, getting familiar with the specific way of working with adults, specific learning processes, of education and

selfeducation of adults, innovation of methods, forms and strategies of the adult learning and education, but in the same time it was the centre for the examination of the important theoretically-methodological issues of the adult education theory and practice development. It is interesting that the school for the adult educators enabled permanent contact of Croatian, and back then Yugoslavian, andragogs with their colleagues from the developed countries. Renominated andragogs' guestings and our andragogs' visits to the developed countries provided for the change of experience and development of the Croatian adult education theory and practice. Renominated andragogs participated in the adult educators school activity as organizators (lecturers, colloquium leaders, course teachers,...), and in the same time they actively participated in organized acquirment of the knowledge and skills from the field of the adult education findings and innovations. Therefore, the school was the best in the realization of the idea of permanent, continuos training of the adult educators, various profiles there learned from each other, acquired, transmitted and exchanged knowledge and experience and therefore contributed to the improvement of the adult education theory and practice. Written materials in the form of instruction materials, reference books, scientific-popular texts, and scientific monographies were prepered for the purpose. During that time what was created was an entire library of various works which had direct influence on adult educators as manuals for their practical work. The adult educators school ceased to work in the late 80s, especially in the period of war from 1990 to 1995. Andragogic society of Croatia in cooperation with the Andragogic Centre and other andragogic institutions revived the adult educators school activity, promoting the school (summer and winter) in last few years, and it became again an important place for continuous education and specialization of adult educators. Adult educators school initiated the question of the adult educators professionalization, and the question became the basic task of the Andragogic Society Union activity. Naturally, an important place in the proffessionalization of adult eductors work also belongs to the university teachers and researchers who, at the Faculty of Philosophy in Zagreb, Faculty of Pedagogy in Rijeka, and later Faculty of Philosophy in Zadar, introduced andragogic disciplines in the study of pedagogy (Klapan, 1996), established andragogic cathedras, initiated the introduction of

the andragogic departments in pedagogy studies, made preparations for the postcertificate and PhD studies in andragogic science (still within pedagogy studies). There are also realizations of some important researches in the field of the adult education: publication of works, organization of further activity in the creation of the bases for the adult educators system (Pongorac, 1990). However, it seems that all the activities, especially activities in the sphere of the adult educators training, did not create the solid basis for the creation of adult educators training system in Croatia, and there is no significant improvement in the professionalization of adult educators.

3. HOW TO FURTHER ESTABLISH AND DEVELOP THE ADULT EDUCATORS TRAINING SYSTEM

Adult educators training in Croatia should be examined in nearer and further future in the context of the previous achievements in the field of the adult education theory and practice, but also in regard to the experience of countries with developed adult educators training experience (Lavrnja, Pongorac, 1996). In Croatia there are still some questions to be answerd in regard to the conception of the adult education system, creation of preconditions for the autonomus development of the adult education practice, creation of the legal framework of the adult education functioning in various models and forms of performance, creation of material bases for the efficent functioning of the adult education, which will be financially suppported by the state, which means that the adult education system will be included in the system of financing, revitalization of the actual institutions for adult education, creation of new, flexibile models of adult education, foundation of methodology of planning of adult education, innovation of strategies, methods, forms and technology of adult education, and many other questions which are important for the creation of the autonomus selfdeveloping adult education system in the concept of lifelong education, the frame of which is still very ambiguous. There is an intensive work in the context of Croatia development strategy for the 21st century, where eduaction in general , and the education of adults takes an important place.

Adult educators training is an important segment of the strivings. Taking into consideration the system of nonformal and informal adult educators training by means of various models and forms that are traditional in Croatia, and the need to nurse the actual and create new models, we believe that for the adult educators professionalization it is necessary to build the system of formal education which will make the basis for the creation of special profiles of adult educators who will work on different parts of examination of eductional needs, development of adult education, performance and evaluation of adult education, and in the sphere of the adult education theory and practice researches. Therefore, it is necessary to introduce andragogic studies to the faculties of pedagogy, although only this wont be enough. Andragogic studies should be concepted in such a way that they have in their program structure the basic andragoggic core with a range of selective modules for the slight specialization of the andragogic activity. Similarly, andragogic studies should combine with other profiles of studies at faculties of pedagogy (maths, physics, chemistry, biology, language and literature, and others), because this is the best way for adult educators to be formed. Furthermore, andragogic studies should be connected with other (nonpedagogical) studies (law, economics, technological studies...). The other posibility is to provide andragogic programs for all the profiles of adult educators who completed the studies of some vocation (in the model of similar program as for those who work in the school system), experts (lawyers, economists, engineers...) who work or intend to work in the adult education. Special attention should be given to the postcertificate professional specialization studies in andragogy for theexperts who work or intend to work in the various tasks of organization and management of andragogic processes, development and improvement of the activity. In that sense there are many possibilities for the structure of the varioous spectre of the curriculum of such a specialistic education throug which the one acquires competence for working with the adults. The important place in the creation of the adult educators system, especially in the research and development of the adult education theory and practice, should be given to the postcertificete scientific studies of andragogy where the competence for the scientific-researching tasks is to be acquired, which is still not the case in Croatia. Naturally, the adult educators training system is impossible without continuous, permanent education by means of

various models and forms, traditional and modern ones, which are the result of the experience in working with adults, and which are based on the results of researches. The adult educators trainig system should be based on developing researches on the level of the research centre for the adult education as a separate institution (Institute) or within the institution for the research of education, where one research unit would be orientated to the field of adult education. The establishment of the adult educators training system with the transparent popular support would contribute to the professionalization of the adult education and adult educators (systematically acquired knowledge, competence, confirmed status, professional codes, autonomy and independence, responsibility for development and selfdevelopment, social support and control and selfcontrol, continuous specialization and other variables of professionalization). In the creation of the adult eduators profiles we must ensure that it is about profiles of adult educators that are prone to constant changes. Therefore in the conception of the adult educators training we should be aware of the fact that the profiles are in constant move and change, so that the components of the profile should be regarded as a unity of all the features, knowledge, skills, and competence which an individual must posess in order to perform specific tasks of the adult education. These basic characteristic should be liable to the change, especially under the impact of needs and development of the andragogic practice and andragogic thought. The two complex factors, besides a range of others that influence the change of profiles of adult educators, have a significant influence on the objective-content, andragogic-psychologic and andragogic-methodical components of the adult educators training, which must be organized as an open system liable to constant changes and innnovation. We are on the very beginning of many aspects of creation of the complementary adult education system as a social need, and adult educators training. The attitude that the adult education is a segment worth to invest in is more declarative than actually expressed, because this is the segment of education which is the factor of the social development, and it is not necessary to repeat that the right to education is the fundamental right of the individual, which is not liable only to economic attitudes, but to the human andragogic-pedagogic aspect, where the human need for continuous education and widening of attitudess and

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Reproduction Release

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Education of adult educators in Croatia	
Author(s): Ph.D. Ilija Lavrnja and Ph.D. Anita Klapan	
Corporate Source: Authors presented paper on the International andragogical school in Bosnia and Herzegovina (Sarajevo), 25-27. May 2001.	Publication Date: not publishing

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY SAMPLE _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY SAMPLE _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	Level 2A	Level 2B
↑ X	↑ ☐	↑ ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) *and* paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Anita Klapan	Printed Name/Position/Title: Ph.D. Ilija Lavrnja, Ph.D. Anita Klapan, University professors	
Organization/Address: Faculty of Philosophy, Department of Pedagogy, 51000 RIJEKA, CROATIA, Omladinska 14	Telephone: ++385 51 345 046	Fax: ++385 51 345 207
	E-mail Address: anita.klapan ri.tel.hr lavrnja mapef.pefri.hr	Date: 13.10.2002.

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

CE

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2001)